

Field – Based Experiences Monthly Report Log and Reflection – April 2009

Date: <u>April 2009</u>		Total Internship hours at the start of the month:	
Week	Functions	Description	Hrs
1	Week's Activities	Helped 3rd grade teachers assemble and operate presentation stations. This involved learning how put the correct wiring in the correct places, turning the unit on, and using functions on the devices.	3
	Standard/Indicator	TF - I.A.2	
	Communication with Site Mentor	I discussed with my mentor in retroflection the possibilities of conducting a workshop after school to introduce and educate teachers on the basic functions and proper way to set up a presentation station.	
2	Week's Activities		
	Standard/Indicator		
	Communication with Site Mentor		
3	Week's Activities		
	Standard/Indicator		
	Communication with Site Mentor		
4	Week's Activities		
	Standard/Indicator		
	Communication with Site Mentor		
5	Week's Activities		
	Standard/Indicator		
	Communication with Site Mentor		
Hours worked this month:			3
Total Internship hours to date including this month:			3

Reflection:

Week 1 –

- April 7, 2010 – This week I assisted the 3rd grade team in setting up presentation stations along with teaching basic function knowledge. Presentation stations are what we call the media carts that contain Elmo document cameras, projectors, and/or laptop computers and speakers. Teachers with these stations can connect all of these types of technology together to communicate with students on a projected screen. Teachers can show virtual demonstrations of science experiments so that each student can see, show powerpoint presentations to teach with, teach computations and problem solving while showing the entire classroom using the actual worksheet, problem, or text that is pertaining to the lesson and content. Teachers can make lessons visible and audible for all students to participate in and can create an environment for all students with diverse needs. These stations have brought teaching a great deal further into the 21st century. I think back about how multimedia started and how far teaching has come in this respect. We started out with overhead machines, TVs, VCRs, computers, and projector screens. “The overhead projector was fine for displaying transparencies. The TV and VCR worked adequately but one TV was not sufficient to make viewing effective throughout the entire classroom. The computer and LCD projection equipment did not produce a display that was crisp, sharp, and easy to read. In addition, the room had to be very dark in order to adequately view the LCD display” (Baker & Blue, 1999, p1). These presentation stations combined all these great tools and a much better picture and delivery into one package. With this great technology available, our campus was eager to integrate into lessons and teach with this new technology. The problem arose, however, that teachers were lacking the fundamental skills of technology know-how to put the stations together and use them properly. I had to ask administration “are we... instructing our staff and students how to become effective users of [technology]?” (Richardson, 2007, p97). W. Richardson cited this as one of the seven key elements to learning. The stations were pretty much thrown at the

teachers and they had no idea really what they were getting. They knew it was something great because of the stir they caused on our campus, but didn't know all the great things they could implement in their classrooms with these stations. My job became to teach these teachers how to set the stations up, what cords went where, and what they could do with the stations. Once the basic set was complete, most teachers took off running with it. Some teachers, however, still did not understand how to set up the stations. I figured out that I had to explain in very simple terms what the parts did and how it would affect how the station worked if it was not put together right. In this whole process, I was definitely able to "evaluate the effectiveness of modeling used to demonstrate teachers' knowledge, skills, and understandings of concepts related to technology" (Williams, 2009, p224). I had to evaluate each teacher's understanding and determine how to explain the presentation stations beginning with where they were in the technology base of knowledge.

Sources

Baker, R. & Blue. M., (1999). The Cost-Effective Multimedia Classroom. *T H E Journal (Technological Horizons in Education, 27, 1.*

Richardson, W. (2007). The seven Cs of learning: A new c-change in education. *District Administration, 43(3), 97.*

Williams, J. & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards.* Eugene, OR: International Society for Technology in Education (ISTE)